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<p>Twenty-one Navy recruiters, and thirty Hispanic youth who had had contact with a Navy recruiter were administered a questionnaire. Subjects were interviewed in Texas, Pennsylvania, New Jersey and Puerto Rico. Each group was asked about their perceptions of whether a recruiter who works in the Hispanic community should be Hispanic and/or bilingual; the best way to recruit Hispanics; the effectiveness of Navy advertising to attract Hispanics; and difficulties Hispanics face with Navy entrance requirements.</p> <p style="text-align: right;">JAC</p>															

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20. (Abstract continued)

Hispanic youth were also asked to comment on the recruiting practices they encountered. Results show that the youth prefer to have a bilingual or Hispanic recruiter while recruiters favor a bilingual recruiter over an Hispanic. Recruiters are not pleased with current Navy advertising and Hispanic youth recommend the use of English and Spanish advertising geared to the local community. Education and language were listed by both groups as reasons why Hispanics have difficulty meeting Navy enlistment requirements. In general, the youth perceived contact with the Navy recruiter positively. Recommendations for future research as well as the Navy could enhance its recruiting potential among Hispanics are made.

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Summary of the Study

This report represents the findings of an exploratory study of recruitment of Hispanics by the U.S. Navy. Fifty-one interviews were conducted in Houston and San Antonio, Texas; Philadelphia, Pennsylvania; Camden, and Vineland, New Jersey; and San Juan, Puerto Rico. Twenty-one recruiters and 30 youth were interviewed. The interviews covered items related to language dominance, recruiter experience, problems of Hispanics in joining the Navy, the Navy advertising campaign, and the best approaches recommended by recruiters and youth to recruit Hispanics for the Navy.

The majority of the recruiters and youth agree that the major reasons why Hispanics do not join the Navy are education and language as well as other problems such as lack of knowledge of Navy opportunities, poor living conditions, problems with the Navy screening test and the feeling that the Navy is an elite group in which Hispanics cannot succeed.

Recommendations to increase Hispanic recruitment include: the use of bilingual or Hispanic recruiters to recruit in the Hispanic communities, local advertising, a family oriented recruitment approach, being sincere and honest with applicants, knowledge of the Spanish language and culture, and more visibility of the Navy in the Hispanic communities.

Other recommendations of this study include: the need to do a scientific survey involving a probability sample so real generalizations to the population can be made; and a training program to help the Navy recruiter penetrate the Hispanic communities to gain more visibility of the Navy in the Hispanic communities.

A Pilot Study to Ascertain the Attitudes of Navy
Recruiters and Hispanic Youth toward the Recruitment of
Hispanics in the U.S. Navy

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Statement of the Problem

In our contemporary world, Hispanics in the United States can make a significant contribution to the All-Volunteer Navy. According to the U.S. Bureau of the Census, Hispanics are the fastest growing minority in the United States. The 1980 U.S. Census estimated the Hispanic as a population of 20 million, making the United States the fourth largest Spanish speaking country in the world. Not included in their estimates are the 3.1 million U.S. citizen residents in Puerto Rico (Domingo Nick Reyes, 1980). By the year 1990, Hispanics will be the largest minority in America. In terms of human resources, Hispanics are needed to fulfill the manpower needs of the United States Armed Forces. Hispanics are very well represented in the Army but they are not represented in the Navy in numbers which reflect the proportions of Hispanics in the national population.

Preliminary indications suggest Hispanics are under-represented in the Navy, compared with other minorities. Of a total population of 456,020 active duty enlisted personnel, there are only 10,925 (2.40%) Hispanics. (U.S. Navy, 80/2/4).

The Total Breakdown of Hispanics in the
Navy is as follows:

Hispanic Descent	2,910
Puerto Ricans	740
Mexican-Americans	6,958
Cubans	231
Latin Americans	86
	<hr/> 10,925

Source: Ethnic Groups By Sex Within Population Groups, U.S. Navy 80/2/4.

Up-dated figures show an increase of .14% in the active duty enlisted men. The Navy Wide Demographic Data For First Quarter of The Fiscal Year 1980 show a total of 13,103 Hispanics on active duty enlisted or 2.54% and 392 Hispanic active duty officer or .63%. Hispanics comprise a very low proportion of both categories, especially when the percentages are compared to those for Blacks and whites, 9.82 percent and 81.72 percent respectively.

Given these conditions, it is important to examine recruiting approaches likely to attract Hispanics to the Navy as well as to discover the problems Hispanics encounter in meeting Navy entrance requirements.

Rationale

Recruiters are the initial contacts, and in some cases, the only contacts potential enlistees have with the Navy prior to swearing in. That contact person is the key to the recruiting system. Navy recruiting practices in the Hispanic communities need to be studied in order to identify the most effective of those practices. Recruiters may then be alerted to better recruiting techniques or approaches which will increase Hispanic participation in the Navy.

Purpose of the Study

The purpose of this pilot study was to develop a questionnaire to collect and analyze data on the attitudes, perceptions and knowledge of how to recruit Hispanics by U.S. Navy recruiters. The findings and conclusions of the pilot study will provide the basis for a more complete study of the issues. A second purpose was to develop a questionnaire to assess the perceptions of Hispanic youth toward Navy recruiting practices.

Objectives of the Study

1. To provide relevant information so it can be the basis for a more comprehensive study in order to make real generalizations to the population.

2. To gain knowledge on effective recruiting techniques or approaches which will increase Hispanic participation in the Navy.
3. To provide information bearing on the following specific questions.
 - a. Do potential Hispanic-American Navy recruits prefer a recruiter who is bilingual or Hispanic?
 - b. In which areas do Hispanics have difficulty meeting the Navy's entrance requirements?
 - c. What are the attitudes of Hispanic youth toward the Navy prior to and after intervention by Navy recruiters?
 - d. What do Hispanic youth feel about Navy advertising practices?

Scope of the Study

The study was conducted in seven (7) cities with high concentrations of Mexican-American and Puerto Rican residents. Interviews were conducted with Navy recruiters in Hispanic areas and with Hispanic youth who had had recent contact with a Navy Recruitment Office.

The study sites were: Houston, San Antonio, Harlingen-Brownsville all in Texas, which provide the Mexican-American subjects. The Puerto Rican sample was drawn in Philadelphia, Pennsylvania; Camden and Vineland, New Jersey; and San Juan, Puerto Rico.

Houston, San Antonio, Philadelphia, Camden and San Juan are large urban areas with an industrial economy. Harlingen, Brownsville and Vineland are cities with largely agricultural economies

Definition of Terms

Hispanics - Individuals who identify themselves as Hispanic. In this study Hispanics refer to Mexican-Americans and Puerto Ricans.

Test/Navy Test

- ASVAB - Armed Services Vocational Aptitude Battery
- Officer - Petty officer, officer, or any Navy official doing recruitment or in charge of recruitment.

Methodology

A. Subjects

1. A sample of 21 recruiters was selected randomly from the lists of recruiters working in Hispanic communities of the eight cities mentioned above. The sample included 6 Mexican-Americans, 3 Puerto Ricans, 7 Blacks and 5 Anglos. Because so few Puerto Rican recruiters turned up in the random sample, all Puerto Ricans on the list of recruiters were interviewed. For statistical analysis, the recruiters were grouped into Hispanics and Non-Hispanics.

2. A sample of 30 Hispanic youth was selected at random from all those who had made contact with the Navy recruiting offices in the mentioned cities. Exceptions were youth interviewed in Camden and Vineland, New Jersey. In those cities all available subjects were interviewed because of the limited number of youth available.

The sample included:

- Those who had joined the Navy and are on recent active duty;
- Those who had decided to join the Navy on the delayed entry program;
- Those who expected to join, but had not yet done so;
- Those who had decided not to join the Navy

Again, an insignificant number of Puerto Rican youth turned up in the sample. All Puerto Rican youth who had contacted the recruiting officer, and

who could be located were interviewed. Ten (10) Puerto Rican and 20 Mexican-American youth were interviewed.

B. Development of the Questionnaires

Two (2) questionnaires were developed: one for the recruiters and the other for the Hispanic youth. Both questionnaires were designed to collect information on language, circumstances of recruitment, problems of Hispanics in joining the Navy, recommendations to increase Hispanic participation in the Navy, successful recruitment approaches, advertising, testing, community involvement and evaluation of the recruitment process and the interview. Questionnaires included a self-administered section. Recruiter questionnaires included fifty-seven (57) questions and the youth questionnaire included sixty-five (65). Items for the questionnaire were selected from the following sources:

- Herbert R. Northrup's study Minority Recruiting In The Navy and Marine Corps;
- "Survey of Puerto Rican Youth" conducted for ASPIRA in Philadelphia by Temple University's Institute for Survey Research;
- Questions suggested by many recruiters and Hispanics who are or had been in the Navy;
- R.E.T.O.P.S.-E.N.L. Enlisted Recruiting Training and Operation Procedures Standardization;
- Questions based on the results of the field-testing of the questionnaire;
- Recommendations made by participants in the conference Intergroup Relation Research; Progress in the 70's and Goals for the 80's sponsored by the Office of Naval Research at the University of Illinois, Champaign-Urbana.

The questionnaires were field-tested in York and Lancaster, Pennsylvania. Only minor changes were made after the field-testing.

C. Data Collection

The data were collected by personal interviews. Emphasis was placed on open-ended questions of the interviews. Interviews with Hispanic youth were conducted in schools, community places, homes and Navy recruiting offices. Interviews with recruiters were conducted in the local recruiting office or the Navy District command of the above mentioned areas. This was coordinated through the Navy Recruiting Command, the area Recruiting District and the local Recruiting Office. The length of the interview averaged 32 minutes. In some cases the interview was extended to 45 or 50 minutes. The longer interviews were tape recorded. A total of 51 interviews was conducted. Table 1 shows the breakdown by city and ethnic group.

Table 1
Number of Interviews Conducted

A. Mexican-American

	TX	TX	TX	TOTAL
	Houston	San Antonio	Harlingen-Brownsville	
Recruiters	4	6	2	12
Hispanic Youth	<u>6</u>	<u>8</u>	<u>5</u>	<u>19</u>
TOTAL	10	14	7	31

B. Puerto Rican

	PR	PA	NJ	NJ	TOTAL
	San Juan	Phila.	Camden	Vineland	
Recruiters	1	4	3	1	9
Hispanic Youth	<u>3</u>	<u>5</u>	<u>1</u>	<u>2</u>	<u>11</u>
TOTAL	4	9	4	3	20

TOTAL Interview of Recruiters	21 (9 Hispanics, 12 Non-Hispanics)
TOTAL Interview of Hispanic Youth	<u>30</u> (10 Puerto Rican, 20 Mexican-American)
Total Interviews	51

Literature Review

Introduction

Very little has been written about Hispanics in the U.S. Navy. Until recently, no statistics were maintained on minorities other than Blacks in the Navy.

Herbert R. Northrup in his study Minority Recruitment In the Navy and Marine Corps, (1974) asserted that "Although these (findings) apply only to Blacks, the situation for Spanish-Americans and American-Indians is sufficiently similar to that for Blacks that we can generalize from these minorities from the Black experience."

Armed Forces Manpower Needs

The All Volunteer Force (A.V.F.) has had to face many problems concerning manpower. According to Time, attracting and retaining high-quality recruits is difficult because the military must compete with private industry which provide better salaries and benefits than the A.V.F. can afford.

(Time, June 9, 1980, p. 24-30)

A report of the Review of the All-Volunteer Force mentions that the A.V.F. has been accused of being a "poor-man's Army" or a "Minority Army". There has been a serious decrease in what are called category I recruits: (those scoring highest on the aptitude test given to enlistees), at the same time, relatively large numbers of category IV, the lowest level that the military will accept, are signing up. There is also a shift in the social composition of the larger society. Middle and upper-classes are not representative in the A.V.F. The distinct quality of the enlisted ranks in modern times has been the mixture of social classes. The integration of social classes has really disappeared in the A.V.F. The general public has attributed many of those problems to the large minority representation in the new Army. It is important to stress that the decline in the average educational

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level of male recruits is not the result of the rising number of Black or other minority servicemen. Since the draft ended, the proportion of Black high school graduates exceeds the number of whites. "What is happening in the All-Volunteer Army is that whereas the Black soldier is fairly representative of the Black community, white entrants of recent years are coming from the least educated sections of the white community." (Continuing Review of the All-Volunteer Force, Hearing before the Military Personnel subcommittee of the Committee on Armed Service, House of Representatives, July 11, 1978)

The Defense Manpower Commission found no evidence that the Armed Forces are adversely affected by increased minority participation. The A.V.F. effectiveness depends on the quantity and quality of all segments of our society. The recruitment of this type of manpower will depend on factors relating to our economy. Rapid economic growth decreases the quality and quantity of recruits. Recession or high unemployment actually helps in the recruitment of quality candidates. (Defense Manpower Commission Report, 1976 p. 10)

Northrup found that people are interested in training opportunities, travel, education, pay and personal challenge. The A.V.F. must compete with private industry in salary, benefits, and sales and recruiting techniques in order to attract an adequate quantity of quality recruits from all segments and groups in our society. Northrup concluded that besides attracting our young people, the Armed Forces must do its job as "mixer" or equalizer of our social-economic segments as well as our social-ethnic groups, giving each person the opportunity to upgrade himself or herself. He points out that the military is the largest vocational training institution in the United States and as such contributes significantly to the development of our national manpower. (Herbert R. Northrup, Black and Other Minority Participation in the All Volunteer Navy and Marine Corps, 1979, p. 189)

U.S. Navy Minority Recruitment Problems

Throughout the history of the U.S. Navy, minorities have been under-represented and at times, the Navy has restricted participation of minorities. When the military needed men, minorities served; when it did not, minority applicants were often rejected. In times of war, minorities have been drafted to meet manpower needs. (Herbert R. Northrup, 1974)

Title VII of the Civil Rights Act of 1964, as amended in 1972, and the Executive Order 11246, requires employers operating under federal government jurisdiction to avoid discrimination and take affirmative action to ensure the absence of discrimination in all phases of employment. In 1970, this order was extended to cover the Navy and other armed services. This meant that the services must provide minorities with all opportunities available to develop their abilities and achieve the highest possible positions commensurate with those abilities. They must work toward minority participation which reflect the proportion of those minorities in the nation. As a whole, the Navy provides equal opportunities to encourage greater minority participation, but up to now the representation of minorities in the Navy, especially Hispanics, has been limited. (Northrup 1979, 1974)

At this point, it will be instructive to examine some major factors which create roadblocks for Hispanics attempting to gain entrance into the U.S. Navy.

Factors Affecting Hispanics' Participation in the U.S. Navy

A. The Image of the Navy in the Minority Communities

Northrup (1979) found that Blacks and Hispanics hold negative views of the Navy because of its lack of visibility in the minority communities and to past irregular participation of minorities in the Navy. Many Blacks and other minorities who served in the Navy and Marine Corps experienced these services'

strict segregationist policies. Segregation practices were probably most in evidence during World War II. A great number of minorities served as stewards or messmen in the Navy or as heavy duty laborers in the Marine Corps. When these men returned to their communities they spread the word about their hard times and accused both services of being prejudiced against them.

Other factors reinforced the negative perception of the Navy shared by minority communities.

1. Article 15 - a Task Force on the administration of military justice in the Armed Forces, appointed by former secretary of Defense Melvin R. Laird, reported that article 15 "provides the greatest opportunity for the practice of racial discrimination. Our statistics confirm that many Blacks feel that they receive non-judicial punishment disproportionate to their numbers in the military." According to Griggs (1973) Hispanics comprised 30.7% of the total number of servicemen receiving non-judicial punishments.

2. Discriminatory Recruitment Practices

According to Northrup (1979) there is hard evidence leading to the embarrassing conclusion that recruitment practices are often intentionally designed to limit minority representation in the Armed Forces. Scarborough (1976) claims that the Armed Services discriminated against potential Black recruits in order to maintain racial balance and avoid excessive Black representation in the Armed Services. Recruiters were instructed to keep a ceiling on the percentage of Blacks' representation in the Armed Services. Recruiters were instructed to keep a ceiling on the percentage of Blacks that could be recruited. Kenneth S. Coffey and Frederick Reeg (cited in Bascom, 1976) point to cases of recruiting malpractice and racial discrimination. Bascom (1976) said recruiters

were ordered to turn away many Blacks regardless of their qualifications and then sometimes had to accept unqualified whites to meet overall recruitment quotas. Northrup (1979) mentioned some indications that Navy recruitment officers were apprehensive about recruiting on campuses of minority colleges.

3. Viet Nam War -Minority Casualties

During the Viet Nam War Black and minorities were disproportionately represented in combat forces and suffered the largest percentage of casualties. By 1968 Black deaths in Viet Nam had reached 22 percent of all fatalities. Minority soldiers came to believe that they had fought the "yellow man" on behalf of the "white man". (Griggs 1973)

4. Some Indicators of Racial Discontent

In October 1972, racial conflict exploded on the U.S.S. Kitty Hawk. One month later the U.S.S. Constellation was the stage for a similar confrontation. The two disturbances caused great concern across the country and on January 2, 1973, the Congressional Armed Services Committee formed a special subcommittee to investigate them. The subcommittee concluded that the Blacks who participated in those incidents did not feel they were racially discriminated against, but the evidence shows that in the U.S.S. Kitty Hawk incident, the accused Blacks were subject to a lengthy confinement before they were brought to court, while the only accused white was acquitted of all charges early in the proceedings. In addition, the Congressional Subcommittee investigation failed to call any Blacks to testify. This gave the Black community the impression that there were serious racial problems in the Navy. Blacks considered the subcommittee's conclusion to be biased and accused the Navy of racist tendencies (Race Relation Reporter, July 1973). Admiral Elmo R. Zumwalt,

then Chief of Naval Operations admitted the Navy's failure to meet its equal opportunity goals and the need to improve race relations in the Navy. In 1971 he established an Advisory Council for race relations and minority affairs to develop and monitor Navy policies and programs.

Northrup (1979,1974) points out that the Armed Forces are a reflection of the society in general and have altered their policies of minority participation throughout their histories according to the mores of the times. Our society today is more tolerant of cultural, linguistic and racial differences and the Navy has followed suit. The Navy has expanded on the Department of Defense (D.O.D.) race relations training requirements through equal opportunity and race relations programs. It has made a concerted effort to provide real equal opportunities for all its personnel.

One of the most important factors in successful recruitment is the perception of the Navy by potential recruits. Minority youth perceptions are affected by the image and credibility of the Navy in their minority communities. It appears that minorities are adopting a "show us" type of attitude. This situation creates a vicious circle. Minorities do not join the Navy because they want to "see" more Hispanic and Black personnel and the Navy cannot demonstrate the changes they have institutionalized because minorities have not joined in sufficient numbers.

Northrup believes that the Navy needs to go beyond a philosophy of equal opportunity toward affirmative action policies. He stated . . . "They (The Navy) did not affirmatively seek to aid minorities in overcoming labor market barriers; nor were their recruiting practices constituted to be able to do so. It is clear that the implementation of an Affirmative Action Program requires, more than a climate of Equal Opportunity. The service must continue to identify, analyze, and correct existing barriers to minority entry, upgrading and mobility."

B. Tests

One of the most important factors in the recruitment process is testing. Tests are employed to determine a recruit's eligibility for service entry, certain types of training and promotions. Despite criticisms of cultural, linguistic or ethnic bias, the Navy relies heavily on tests for acceptance and placement of new recruits. It has been demonstrated that minorities in general score lower than whites on most aptitude tests; this is the case particularly for minorities of non-English speaking backgrounds.

Patricia Thomas (1972) in her study about possible bias in the Navy test battery concluded that the test scores predicted more accurately the grades of white students than Blacks.

General conditions of poverty and educational disadvantages contribute to low scores on aptitude tests. According to Ogletree and Garcia, (1975) most Hispanics live in the most deprived areas of urban America. The poverty, unemployment and high drop-out severely affect those areas. Tests which require factual answers are based on an assumption that all people taking the test have an even chance, more or less, of having been exposed to the facts being tested. This "even chance" is not a reality for many Hispanics.

It is impossible to determine if an Hispanic has missed an item on the Armed Service Vocational Aptitude Battery (ASVAB) test because he lacked the intellectual capacity to understand a given word, because he simply had never been exposed to the word, or because he has a different concept of the word.

According to Northrup (1974) the Navy test represents to minorities an obstacle for promotion and upgrading opportunities in the Navy.

C. Language

Lack of proficiency in English often deprives Hispanics of educational and employment opportunities. Lawrence Johnson (1970) mentions that language

is the most critical problem confronting "Spanish-ethnic soldiers," especially for Puerto Ricans. He observed difficulties encountered by the Puerto Ricans in communicating with their superiors. Inevitably, this caused the Puerto Ricans to receive undesirable assignments and harsher disciplinary measures, and hampered them in gaining entrance to advanced training programs.

More than 83 percent of mainland Puerto Ricans report that Spanish is their mother tongue, compared with 72 percent of Mexican-Americans and 95 percent of Cuban-Americans. As for language spoken in the home, only 27 percent of the Puerto Ricans reported that it was English. More than 72 percent usually spoke Spanish at home, compared with 47 percent of Mexican-Americans and 87 percent of Cuban-Americans (U.S. Commission of Civil Rights, 1976).

Mexican-Americans appear to be less troubled with language and consequently they reported fewer problems in gaining educational opportunities in the service. It is most likely that the majority Mexican-Americans who are born and raised in the Southwest begin speaking English earlier than Puerto Ricans and adopt it as a primary language (Lawrence Johnson, 1979). Many Puerto Ricans move directly from the island to the continental U.S., unable to operate in any medium but their first language, Spanish (U.S. Commission of Civil Rights, 1976).

The Puerto Rico National Guard sponsored a project which demonstrated that with some language training prospective recruits can surmount language barriers and achieve better adjustment to military life. Ninety-six percent of all Puerto Ricans in the project who received language training and some exposure to military life passed the ASVAB and boot camp training with little difficulty and achieved better adjustment to military life than non-Hispanic recruits.

D. Poor self-esteem

Poor self-esteem is another problem of the Hispanics. Lawrence Johnson (1979) suggested that, "to the extent that minority group individuals internalize the stereotypes and negative attitudes held by the majority, the minority group members will hold lower self-concepts." He mentioned that Spanish ethnic groups, especially Puerto Ricans reported serious problems and needs in the areas of self-esteem. It is likely that negative experiences in both military and civilian life have had negative effects on their self-concepts.

E. Other problems

Other problems affecting minorities are a consequence of their poverty level and deprived conditions of the inner-city "barrios" (neighborhood). Gangs, crime and drugs seriously affect inner-city youth.

Recruitment of Hispanic Minorities

A. The role of the recruiters

Fleet readiness is the number one priority for the U.S. Navy. The second priority is recruitment (All Hands, April 1976, p. 7). The recruiters play an important role in motivating young recruits. For many young people, the recruiter is the first encounter with the Navy. That first impression usually has a lasting influence. The impression left by the Navy recruiter is a decisive factor in motivating interested youth to enlist in the Navy (All Hands, April 1976).

The recruiter's job is considered one of the most difficult in the Navy. The job requires a dynamic, competent sailor who genuinely enjoys Navy life and likes to help people. He serves as the link between military and civilian communities. He must be an expert in community relations and a salesman of the Navy (All Hands, June 1979, p. 20; April 1976, p. 9). Minority recruitment presents a challenge. The recruiter must promote awareness of equal opportunities in the Navy and is obligated to attract minority candidates based on the

approximate distribution of minorities in the overall population.

Northrup (1976, 1979) pointed out, however, that recruiters lack proper training for carrying out these responsibilities. He discussed the failure of the E.N.R.O.I. (Recruiter Training School) curriculum to provide instruction or to help recruiters relate to minority youth in the inner-city. Northrup also found that the Navy recruiters apparent lack of direct interest in meeting minority recruiting goals was not because they were indifferent but because they did not see it as their responsibility. He mentions that the Navy is reluctant to assign recruiters by race or ethnic origin to a particular recruiting post. This reflects the "one Navy" ideal and concomitant philosophy that a good recruiter should be able to recruit anyone of any race or ethnic group. However, when queried, field recruiters asserted that assigning a recruiter to a similar ethnic community produced better results. This means that a Black recruiter might recruit better than a white recruiter in a Black community as well as a Chicano in a Mexican-American community. According to Northrup (1979) it is probably true that a recruiter makes a difference in recruitment performance. He recommends that the race-ethnic characteristics of a recruiter should be taken into consideration when determining regional assignments.

A recruiter's job is similar to that of a counselor. Pedersen, Lonner and Draguns (1976) claimed that a counselor's knowledge of the language and the culture of his clients can make a great difference in his performance. It is very difficult to replace the rapport among people from the same ethnic background. The more a special population is set apart physically, psychologically and linguistically from the dominant group, the more a counselor is apt to experience both verbal and non-verbal difficulties when attempting to communicate with their special population. "Language is a part of an individual's

culture or subculture. Failure to understand another's language is failure to comprehend much of another's culture" (Pederson, Lonner and Draguns, 1976).

To have effective communication and rapport with a group one must understand the meaning of gesture, postures and inflections as well as the language. One must also be cognizant of a people's institutions, values and lifestyles.

Northrup (1976, 1979) mentions that the Navy can prove its commitment to minority communities most effeciently by promoting more minority members to officers and to recruiting posts.

B. Successful Approaches to Recruiting Hispanics

Northrup (1979) strongly recommended that the Armed Services develop programs which would provide capable, but educationally disadvantaged personnel with the opportunity to complete formal schooling. Such programs would increase the productivity level in the Navy and post-service employment opportunities of disadvantaged youth. The benefits of a remedial education program were proved by the Puerto Rico National Guard. They provided remedial education in English communication skills and exposure to military life to Puerto Rican youth with a 96% success rate (Puerto Rico National Guard, 1979).

To address the Hispanic minority recruitment problem, the Navy has established Pilot Projects in Houston and San Antonio, Texas. The Pilot Projects include recruiters' in-service training in cultural awareness, community involvement and advertising on local Hispanic radio stations. Both pilot projects seem to be very successful. The Navy plans to implement similar projects in other areas of Hispanic concentration (Vazques and Reyes, Personal Interview, 1980).

Another successful approach to Hispanic minority recruitment is described in the January 1979 issue of All Hands magazine. Hugo R. Lopez, a part-time recruiter, had increased the Hispanic minority representation at Indian Head

Naval Ordnance Station in Maryland from .1 to 2.2 percent. Ten percent of the station's engineers are Hispanics. Lopez directed a large part of his recruitment effort toward both men and women at the University of Puerto Rico. He carried out effective community relations programs including participation in job fairs, translation of Navy advertising into Spanish and coordination of recruitment with civic organizations. In addition, he helped the new engineers obtain housing, transportation and initial funds to get started in their new positions with the Navy.

Findings

This section contains the findings based on the administration of questionnaires to Navy recruiters and to potential Hispanic recruits who had had contact with a Navy recruiter.

The findings are presented by five major areas:

- The issue of whether a recruiter should be Hispanic and/or bilingual in order to recruit Hispanic youth.
- The successful approaches that may be used to recruit Hispanic youth.
- The effectiveness of Navy advertising to recruit Hispanics.
- The difficulties Hispanic youth have with Navy entrance requirements.
- The perceptions of Hispanic youth toward Navy recruiting practices.

Whenever possible the results are presented in parallel form to invite comparison between the two groups. Please see Appendix A for a copy of the data for recruiters and youth responses to the two questionnaires.

I. How do Hispanic youth and Navy recruiters feel about having recruiters who are either Hispanic and/or bilingual?

Navy should use Hispanic recruiters to enlist Hispanics:

	yes	no
Youth responses	83%	17%
	agree	disagree
Recruiter responses*	48%	37%

Navy should use bilingual recruiters to enlist Hispanics:

	yes	no
Youth responses*	90%	7%
	agree	disagree
Recruiter responses*	67%	24%

*sum of percentage fails to reach 100 due to "don't know, not sure" responses

In the self administered questionnaire the responses were as follows:

How do you feel about having Hispanic recruiters in Hispanic communities?

	Positive	No opinion	Negative
Youth	93%	3%	3%
Recruiter	76%	14%	10%

How do you feel about having bilingual recruiters in Hispanic communities:

	Positive	No opinion	Negative
Youth	93%	3%	3%
Recruiter	85%	5%	10%

In comparing the responses concerning the use of Hispanic recruiters among Mexican-American recruits and Puerto Rican recruits, the Puerto Rican recruits had stronger feelings on this issue. Responses were as follows:

	Hispanic Recruiter	Bilingual Recruiter
Puerto Rican responses	100%	100%
Mexican-American responses	88%	78%

In comparing the responses of the non-Hispanic and Hispanic Navy recruiters, the responses were as follows:

	Hispanic Recruiter		Bilingual Recruiter	
	Agree	Disagree	Agree	Disagree
Non-Hispanic	45%	55%	73%	27%
Hispanic	45%	55%	76%	24%

According to the recruiters' responses the issue of using a bilingual recruiter is stronger than using an Hispanic recruiter.

In response to other questions about recruitment of Hispanics, the recruiters felt among Hispanics a family oriented type of recruiting is more effective. It would be necessary for recruiters to go into the homes to explain the available opportunities of the Navy for potential recruits and there is a

probability the family will not speak English. According to this study only 33% of the Navy recruiters assigned to recruit in the Hispanic communities have good comprehension of Spanish and only 23% received any kind of training to recruit Hispanics.

In the question about suggestions to increase recruitment of Hispanics the recruiters offered the following recommendations related to using Hispanic (bilingual) recruiter:

1. Having Hispanic recruiter (38% of responses)
2. Getting involved in the Hispanic communities (43% of responses).

In a question about the best way to present the Navy to the Hispanics the recruiters suggested:

1. Showing Hispanics who are already in the Navy (14% of responses)
2. Showing how Hispanics can achieved their goals through the Navy (10% of responses)
3. Using local recruiters (95% of responses)

An overwhelming majority of the youth mentioned that the use of Hispanic recruiters would improve the image of the Navy in the Hispanic communities and they would increase the rapport and influence of the Navy in the Hispanic communities (80% of response).

II. What approaches result in successful recruitment of Hispanics?

Youth interested in joining the Navy want benefits such as education, training, salary and travel (78% of responses); opportunity for self improvement, achievement (10% of response) and opportunities to contribute to family income (7% of responses). Besides appealing to these interests a recruiter's most successful approaches in recruiting Hispanics are the following:

1. Being sincere and honest with applicants (48% of responses)
2. Using a personal approach (19% of responses)
3. Knowing the Spanish language, culture and family recruitment approach (29% of responses)
4. Offering a way to remove the individual from present environment (5% of responses)

Recruiters recommend the following work to improve the recruitment of Hispanics:

1. Having more affirmative action--not on paper but action (15% of responses)
2. Working with Hispanic communities, contacting the leaders of the Hispanics and getting involved in the Hispanic communities (43% of responses)
3. Having an Hispanic recruiter (38% of responses)
4. Local bilingual advertising (24% of responses)
5. Family type of recruitment (14% of responses)
6. People involved in Hispanic recruitment should be more motivated (5% of responses)
7. Involvement in Hispanic schools (10% of responses)

The recommendations for creating Hispanic interest in the Navy made by youth and recruiters are the following:

	% of responses	
	Youth	Recruiters
Increased advertising via television, radio, literature especially if presented in Spanish	40%	24%

Presenting information on benefits such as education, training, travel, salary, opportunities	30%	38%
Provide opportunity to go on board ship, to tour ship, camp or a naval base	10%	---
Provide more personal contact in the homes, with families of potential recruits	7%	14%
Provide contact with Hispanic neighborhood	13%	95%
Increase involvement in schools, colleges and community	10%	24%
Demonstrate discipline and patriotism in the Navy	---	14%
Increased visibility of successful Hispanics who are in the Navy; Hispanic Officers	---	14%

III. What is the relationship between the Navy recruitment advertising campaign and the decision of Hispanics to join the Navy? Has the advertising campaign been effective in recruiting Hispanics?

A. Youth responses

In the self-administered Opinion Survey 53% of the Youth feel positive about the Navy's advertising campaign to attract Hispanics, but in the interview neither the T.V. advertising nor the printed advertising significantly affected their decision to join the Navy. Only 37% stated that advertising affected their decision to join.

Only 16% found out about the Navy through the Navy Advertisement campaign. Ninety percent of the youth think Navy advertising for Hispanic communities should be in both languages, English and Spanish.

B. Recruiter responses

The majority of the recruiters feel the Navy Advertising campaign to motivate Hispanics to enlist in the Navy is not at all adequate. In reference to suggestions for increasing the Navy's recruitment of Hispanics and in reference to the forms of support they would like to receive from the Recruiting Campaign, they mentioned the need for more local advertising and bilingual (English/Spanish) advertising (48% of responses).

IV. In which areas did most Hispanics have difficulty meeting the Navy's entrance requirements?

The majority of the youth and recruiters agree that, in general, education and language are the main problems most Hispanics have in meeting the Navy's entrance requirements.

In addition to education and language the recruiters mentioned the following as difficulties for Hispanics in meeting the Navy entrance requirements:

1. Environment; slum and poor living conditions of potential recruits.
2. Hispanics see the Navy as an elite group in which they would not have any chance for advancement.
3. The need for more awareness and advertising in the Hispanic communities.
4. Problems with the Navy screening test (ASVAB).
5. The need to recruit Hispanics in a family centered approach.

Recruiters mentioned that language is one of the main reasons why Hispanics fail to pass the ASVAB test. They also mention that the ASVAB test is biased and the screening process is not effective in that it is biased against Hispanics.

V. Attitude of Hispanic recruits toward the Navy prior to and after intervention by the Navy recruiters.

Based on the first time a potential recruit visited a recruiting office or had contact with the Navy recruiter their responses were as follows:

Liked (The Navy) a lot	40%
Liked it a little	27%
Unsure	30%
Didn't like it	<u>3%</u>
	100%

After the recruiter intervention their responses were:

Liked it a lot	40%
Liked it a little	37%
Unsure	20%
Didn't like it	<u>3%</u>
	100%

On a scale from 1 to 10 (low to high) the youth evaluated the entire recruitment process with an average score of 8.

Conclusions

Education, language, poor living conditions, lack of knowledge of Navy opportunities, low self-esteem and low expectation in the Navy as a career are some of the problems encountered by the Hispanic youth who want or are a prospect to join the Navy. On the part of the Navy there are some barriers such as the need for a better advertising campaign, the need to train recruiters to help them penetrate the Hispanic communities, the poor visibility of the Navy in the Hispanic communities, and language and cultural understanding between Navy recruiters and Hispanics.

All the above mentioned problems are affecting directly or indirectly the recruitment of Hispanics into the U.S. Navy. Some of these problems can be resolved in a short time, others need more time, planning and research, e.g., a study of possible bias of the Navy screening process. There is a need for more visibility of the Navy in the Hispanic communities, the use of bilingual recruiters and/or Hispanics (if they are bilingual) recruiters, sensitivity or awareness training for recruiters to help them penetrate the Hispanic communities.

Looking at the demographic distribution of the Hispanics and comparing how many Hispanics are in the Navy the conclusion is that additional work could be undertaken to increase Hispanic participation in the Navy. This and other related studies about Hispanic participation in the Navy is an indication of the desire of the Navy to recruit more Hispanics and to provide them an opportunity for training, education and a career. The Navy as a part of the Armed Forces--the greatest vocational institution in this country--has a responsibility to help in the development of U.S. manpower resources, in this case Hispanic-American minorities.

Recommendations

1. It is recommended that the issue of Hispanic representation in the Navy be researched for the purpose of developing course of action that will ensure the proper participation of Hispanics. There is a need to do a scientific surely involving a probability sample so real generalizations to the population can be made.
2. There is a need to develop a training program to help the Navy recruiters penetrate Hispanic communities.
3. Pilot Projects, such as the ones in Houston and San Antonio, should be expanded to cover Puerto Rican and Cuban populations.
4. The Navy should develop ways to have more visibility in the Hispanic communities, like participation in "fiestas" or other community activities and the organization of an Hispanic Navy Day.
5. More educational awareness visits should be encouraged by the regional recruiting officer and they should be coordinated with local Hispanic leaders, parents group and school counselors.
6. A national and regional coordinator of Hispanic (or minority) recruitment should be considered.
7. The Navy should have a more dynamic approach in the organization of the Navy ROTC in states with high concentration of Hispanics, including Puerto Rico, to attract potential officers.
3. Remedial English schools like the one established by the National Guard in Puerto Rico should be explored. Funding through C.E.T.A., Vocational or Adult Education may be obtained to sponsor this type of school that may guarantee a high percentage of success.

9. Local Spanish language advertising should be used instead of National advertising campaigns. Such advertising must be tailored to the specific Hispanic ethnic group.
10. Bilingual or Hispanic recruiters should be assigned to recruit in Hispanic areas.

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Appendix A

Tabulation of Results

Appendix A contains the pertinent data tabulated from the two questionnaires, one administered to Hispanic youth and the other to Navy recruiters.

Table	Content
A-1	Description of Sample
A-2	Bilingual Abilities and Practices
A-3	Recruiter Reported Time Allocations for Recruitment
A-4	Recruiter Perceived Adequacy of Resources for Hispanic Recruitment
A-5	Recommendations for Interesting Hispanics in the Navy.
A-6	Recruiter Self-Administered Opinion Survey
A-7	Persons Who Provide Encouragement for Joining the Navy
A-8	Reasons cited for Interest in Joining the Navy
A-9	Youth Self-Administered Opinion Survey
A-10	Attitudes toward Naval Recruitment
A-11	Attitudes toward the Navy
A-12	Attitudes toward Recruiting Hispanics with an Hispanic Recruiter
A-13	Attitudes toward Recruiting Hispanics with Spanish-Speaking Recruiter
A-14	Youth Self-Administered Opinion Survey, by Ethnicity
A-15	Recruiter Self-Administered Opinion Survey, by Ethnicity
A-16	Attitudes toward Recruiting Hispanics with Spanish-speaking recruiters, by Ethnicity

TABLE A-1

Description of Sample

Age	Youth (N=30)		Recruiter (N=21)	
	N	%	N	%
18 to 20 years	23	77	-	-
21 to 25 years	5	17	1	5
26 to 30 years	2	7	3	14
31 to 35 years	-	-	8	38
36 to 40 years	-	-	6	29
41 to 45 years	-	-	3	14
	30	100	21	100
	$\bar{X} = 20$ years		$\bar{X} = 34$ years	
Education: ²				
Elementary	1	3		
Less than High School Diploma	3	10		
High School Graduate	23	77		
Some College	2	7		
College Graduate	1	3		
	30	100		
Ethnicity:				
Hispanic	30	100	9	43
Black			7	33
Anglo	30	100	5	24
			21	100
Naval Status:				
Currently in the Navy	22	78	21	100
Planning to join the Navy	3	10		
Decided not to join the Navy	5	17		
	30	100	21	100
Length of Experience as Recruiter: ³				
6 months or less			6	29
7 months to 1 year			2	9
1 year, 1 month to 2 years			1	5
2 years, 1 month to 3 years			5	24
3 years, 1 month to 4 years			5	24
6 years			1	5
7 years			1	5
			21	100
			$\bar{X} = 29$ months	

¹Sum of percentages exceeds 100 due to rounding error²This question was asked only of youth.³This question applies only to Recruiters.

TABLE A-2

Bilingual Abilities and Practices

I. <u>Youth (N=30)</u>		<u>N</u>	<u>%</u>
<u>English Ability</u>			
Good Comprehension and Speaking Ability		29	97
Good Comprehension and Fair Speaking Ability		-	-
Fair Comprehension and Speaking Ability		1	3
No Comprehension or Speaking Ability		-	-
		<u>30</u>	<u>100</u>
<u>Spanish Ability</u>		<u>N</u>	<u>%</u>
Good Comprehension and Speaking Ability		19	63
Good Comprehension and Fair Speaking Ability		3	10
Fair Comprehension and Speaking Ability		6	20
No Comprehension or Speaking Ability		<u>2</u>	<u>7</u>
		<u>30</u>	<u>100</u>
<u>Bilingual Practices</u>			
		<u>Spanish</u>	<u>English</u> <u>Both</u>
Language Spoken at Home with Parents		30%	13% 57%
Language Spoken while out with Friends		13%	47% 40%
II. <u>Recruiter (N=21)</u>			
<u>Spanish Ability</u>		<u>N</u>	<u>%</u>
Good Comprehension and Speaking Ability		7	33
Good Comprehension and Fair Speaking Ability		-	-
Fair Comprehension and Speaking Ability		4	19
No Comprehension or Speaking Ability		<u>9</u>	<u>43</u>
		<u>20</u>	<u>95*</u>

*Sum of percentages fails to reach 100 due to one missing response.

TABLE A-3

Recruiter: Reported Time Allocations for Recruitment
Tasks (N=21)

	<u>Range</u>	<u>Median</u>
Recruiting in the office	3% - 50%	25%
Recruiting in the schools	2% - 50%	20%
Recruiting in the community	5% - 50%	15%
Paperwork for recruiting	3% - 50%	14%
Other Naval paperwork	0% - 20%	5%
Market planning and preparation	2% - 20%	10%

TABLE A-4

Recruiter: Perceived Adequacy of Resources for Hispanic
Recruitment (N=21)

	<u>Yes</u>	<u>No</u>
Background	86%	14%
Training	71	29
Motivation	95	5
Time	90	10
Budget	48	38*
Personnel Support	71	19*
Advertising	38	38*

*Sum of percentages fails to reach 100 due to uncertainty of respondents
in regard to these items.

TABLE A-5

Recommendations for Interesting Hispanics in the Navy

	Youth (N=30)		Recruiter (N=21)	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Increased advertising via television, radio, literature, especially if presented in Spanish	12	40	5	24
Presenting information on benefits such as education, training, travel, salary, opportunities	9	30	8	38
Provide opportunity to go on board ship, to tour boot camp or a Naval base	3	10	-	-
Provide more personal contact in the home, with families of potential recruits	2	7	3	14
Provide contact with neighborhood or Hispanic recruiters or officers	4	13	20	95
Increased involvement in schools, college and community	3	10	5	24
Demonstrate discipline and patriotism in the Navy	-	-	3	14
Increased visibility of successful Hispanics who are in the Navy, Hispanic officers	-	-	3	14

TABLE A-6

Recruiter: Self-Administered Opinion Survey (N=21)

	<u>Positive Feeling</u>	<u>No Opinion</u>	<u>Negative Feeling</u>
Recruiting Hispanics	100%	0%	0%
Affirmative action for Hispanics	95	5	0
Tutoring Hispanics to take the Navy test*	43	29	29
Working closely with Hispanic communities	90	10	0
Cultural bias in the Navy enlistment test*	29	48	24
Language bias in the Navy enlistment test	33	43	24
Having Hispanic recruiters in Hispanic communities	76	14	10
Having Spanish-speaking recruiters in Hispanic communities*	86	5	10
Opportunities for Hispanics in the Navy	100	0	0
Navy promotional campaign to attract Hispanics	76	10	14

*sum of percentages exceeds 100 due to rounding error.

TABLE A-7

Youth: Persons Who Provide Encouragement for
Joining the Navy (N=21)

	<u>N</u>	<u>%*</u>
Family member or other relative,	15	50
Friend	15	50
Teacher or School Counselor	3	10
Naval Recruiter	17	57
Self-motivated	6	20
Other	2	7

*Sum of percentages exceeds 100 due to multiple responses.

TABLE A-8

Youth: Reasons Cited for Interest in Joining the Navy
(N=30)

	<u>N</u>	<u>%</u>
Benefits such as education, training, travel, salary	23	78
Opportunity for self-improvement, achievement	3	10
Opportunity to contribute to country, family	2	7

TABLE A-9

Youth: Self-Administered Opinion Survey (N=30)

	<u>Positive Feeling</u>	<u>No Opinion</u>	<u>Negative Feeling</u>
The way they treat you the first time you talk with the Navy	90%	10%	0%
The Navy working closely with Hispanic communities ¹	57	27	17
The way the Navy treats Hispanics who join	63	37	0
Having Hispanic recruiters in Hispanic communities ²	93	3	3
Having Spanish-speaking ² recruiters in Hispanic communities ²	93	3	3
The Navy's advertising campaign to attract Hispanics	53	30	17
Life on ship	43	51	7
Opportunities for Hispanics in the Navy	80	17	3
Being away from your family for a long period	27	60	13

¹Sum of percentages exceeds 100 due to rounding error.

²Sum of percentages fails to reach 100 due to fractional proportions less than .5.

TABLE A-10

Youth: Attitudes Toward Naval Recruitment (N=30)

Following First Visit to Recruitment Office

	<u>N</u>	<u>%</u>
Liked Navy a lot	12	40
Liked Navy a little	8	27
Unsure	9	30
Did not like Navy	<u>1</u> 30	<u>3</u> 100

Following First Conversation with Recruiter

	<u>N</u>	<u>%</u>
Liked Navy a lot	12	40
Liked Navy a little	11	37
Unsure	6	20
Did not like Navy	<u>1</u> 30	<u>3</u> 100

Rating of Naval Recruitment Process

		<u>N</u>	<u>%</u>
Low	1	-	-
	2	-	-
	3	1	3
	4	-	-
	5	1	3
	6	3	10
	7	2	7
	8	10	33
	9	8	27
High	10	<u>5</u> 30	<u>17</u> 100

 $\bar{X}=8$

TABLE A-11

Youth: Attitudes Toward the Navy (N=30)

Perceived Future Opportunities
for Hispanics in the Navy

	<u>N</u>	<u>%</u>
Improve	26	87
Stay the Same	2	7
Get Worse	1	3
No Idea, Can't Say	<u>1</u> 30	<u>3</u> 100

General Attitudes Toward Navy

	<u>N</u>	<u>%</u>
Dislike it	-	-
Don't care about it	-	-
Like it a little	13	43
Like it very much	<u>17</u> 30	<u>57</u> 100

TABLE A-12

Attitudes Toward Recruiting Hispanics with Hispanic Recruiter

Youth (N=30)

"Do you think the Navy should use Hispanic officers to recruit Hispanics?"

Yes	N	25	83
No		5	17
		30	100

Recruiter (N=21)

Strongly disagree	N	3	%	14
Disagree	7	33		
Agree	8	38		
Strongly agree	2	10		
Don't know, not sure	1	5		
	<u>21</u>	<u>100</u>		

Strength of Opinion

Very strong

Strong

Moderate

Doesn't really matter

N	22	3	1	4	30
%	73	10	3	13	99%

Reasons Cited to Explain Attitudes

More effective communications and higher level of empathy if recruiter is Hispanic..

Hispanic recruiters may not be best since English is the common language.

	N	%	N	%
More effective communication and higher level of empathy if recruiter is Hispanic.	12	57	7	33
"Street knowledge" and personal concern are more important than being Hispanic.	24	80	5	17

*Sum of percentages fails to reach 100 due to fractional proportions less than .5.

Table A-14

Youth: Self-Administered Opinion Survey, By Ethnicity (n=30)

	Mexican American (n=18)		Puerto Rican (n=9)	
	Positive Feeling	No Opinion	Positive Feeling	No Opinion
				Negative Feeling
The way they treat you the first time you talk with the Navy	89%	11%	89%	11%
				0%
The Navy working closely with Hispanic communities	83	11	11	56
				33
The way the Navy treats Hispanics who join	61	39	56	44
				0
Having Hispanic recruiters in Hispanic communities	89	6	100	0
				0
Having Spanish-speaking recruiters in Hispanic communities	89	6	100	0
				0
The Navy's advertising campaign to attract Hispanics	67	28	22	44
				33 ²
Life on ship	56	39	22	67
				11
Opportunities for Hispanics in the Navy	94	6	44	44
				11 ²
Being away from your family for a long period	39	56	11	67
				22

¹Sum of percentages exceeds 100 due to rounding error.²Sum of percentages fails to reach 100 due to fractional proportions less than .5.

Table A-15

Recruiter: Self-Administered Opinion Survey, By Ethnicity (N=21)

	Hispanic (n=9)		Non-Hispanic (n=12)	
	Positive Feeling	No Opinion	Positive Feeling	No Opinion
Recruiting Hispanics	100%	0%	100%	0%
Affirmative action for Hispanics	100	0	92	8
Tutoring Hispanics to take the Navy test	44	11	42	42
Working closely with Hispanic communities	100	0	83	17
Cultural bias in the Navy enlistment test	11	56	42	42
Language bias in the Navy enlistment test	11	56	50	33
Having Hispanic recruiters in Hispanic communities	100	0	58	25
Having Spanish-Speaking recruiters in Hispanic communities	89	11	83	0
Opportunities for Hispanics in the Navy	100	0	100	0
Navy promotional campaign to attract Hispanics	78	0	75	17

¹Sum of percentages fails to reach 100 due to fractional proportions less than .5.

²Sum of percentages exceeds 100 due to rounding error.

Table A-16

Attitudes Toward Recruiting Hispanics
With Spanish-Speaking Recruiter, By Ethnicity

<u>Youth (n=26)</u>		<u>Recruiter (n=19)</u>		
"Do you think the Navy should use Spanish-speaking officers to recruit Hispanics?"		"Some people feel that a Spanish-speaking recruiter should be assigned to do the Navy recruiting among Hispanics."		
	Mexican American (n=18)	Puerto Rican (n=9)	Hispanic (n=8)	Non-Hispanic (n=11)
Yes	88%	100%		
No	12	0		
	100%	100%		
			Strongly disagree	12%
			Disagree	12
			Agree	38
			Strongly agree	38
				100%
				0%
				27
				64
				9
				100%

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Navy Personnel R&D Center
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Washington Navy Yard
Washington, DC 20374

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